

# **CALIFORNIA SCHOOLS**

**MARCH, 1949**

# CALIFORNIA SCHOOLS

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ROY E. SIMPSON

Superintendent of Public Instruction

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## THE PURPOSE OF THE CONFERENCES ON RURAL LIFE AND EDUCATION \*

ROY E. SIMPSON, Superintendent of Public Instruction

Public school teachers and administrators in the United States have long been aware that the maintenance of public schools in rural areas involves a set of problems that is different from those we meet in maintaining city school systems. The basic economic, social, and cultural patterns of small towns and country areas differ from those of the large towns and cities. These differences exist in varying degrees, and they are immediately reflected in the experience of the children who come into the classrooms.

The most important observation of the teaching profession in this respect in recent decades is that, in general, the United States of America has devoted less attention and less of its public wealth to the preparation of children in rural areas for good living than has been devoted to this purpose in urban communities. The small country school, the one-room school, the one-teacher school, have in the long American past done some splendid things for American civilization. They have helped America to grow. Fine citizens have matured in rural communities that provided the best they were able to afford in schooling.

But as the United States of America has grown in the twentieth century to assume the position of the greatest industrial producer in the world, there have appeared lags in the opportunities available to various areas of our society.

The teachers as a group are acutely conscious that we have been slow to give the best possible public school programs to our rural areas, while the wealthier city schools have progressed by leaps and bounds.

There is much work to be done by our local communities and states before we shall be able to say that the child in the rural school is receiving all we can give him through education with the same confidence that we may make that statement of the child residing in the urban area.

California, in its brief century of history as a state, has built a remarkably strong public school system. Yet even here, where we have been proud of our leadership in many fields of public education, we have not completely equalized the educational opportunities enjoyed by the rural child with those enjoyed by the urban child.

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\* Address delivered by the Superintendent of Public Instruction at Conferences on Rural Life and Education, at the University of California, Berkeley, January 27, 1949, and at Fresno State College, February 3, 1949. Keynote addresses at Chico State College, January 6, and Fullerton, January 13, were given by Jay D. Conner, Associate Superintendent of Public Instruction and Chief of the Division of Instruction. A summary of the findings of the four conferences will be made available.

Therefore, the State Department of Education has initiated a series of Conferences on Rural Life and Education at the start of 1949. We have invited all economic, social, and cultural elements of the State, in four different geographical regions, to join us in a review of the conditions that exist today in the rural areas of California. We have invited other government agencies, social, civic, and professional associations, industrial and commercial groups, and the general public to join us in such a review.

The present is the proper time for undertaking this review. The State of California has, within the past decade, mobilized its resources and its economy to serve the nation in a tremendous world conflict. California's contribution was one we must all be proud of. In the postwar years, we have been working to readjust, or reconvert, our economy to peacetime needs. The job has not been easy. But the people have been consulted at frequent intervals, and through the medium of the ballot, have made their wishes known.

In questions concerning the public schools, they have impressively gone on record as favoring a forward-looking policy. They have voted in favor of creating and maintaining an improved economic status for the teacher. They have given school boards and administrators more adequate supporting funds with which to carry on their jobs. They have through their legislative representatives authorized the state, where local districts have been unable to do so, to build adequate schoolhousing for vast numbers of the new pupils now requiring educational service, as a result of the tremendous growth in California's population.

The people of California have in the postwar years endorsed the principle of *equalization in school finance*. What we are inviting representatives of our communities to consider with us in these conferences is whether we are also offering *equality in educational programs and opportunity to all*. It is the observation of California school people that too many rural public school programs have remained too nearly what they were thirty years ago. The question then arises whether the entire community may not benefit by a review of the needs of the community's schools?

The response to our announcement of this conference indicates that many and various elements of the rural communities of California, and of the state as a whole, agree that such a review is timely. This is gratifying and goes into the record as one more proof that Americans believe in co-operation as the best way to get things done.

I should like to review those purposes with you. The questions submitted for consideration are concerned with conditions your school people need to know about in planning the public school programs that must be enlarged to fit a growing California.

The purposes of our meeting in these conferences are as follows:

*First*, to provide an opportunity to discuss and consider the current status of the rural population of California, with respect to population gains, mobility, and other characteristics;

*Second*, to consider in open forum some of the present conditions that are affecting the agricultural interests of California. Your state as well as your local school officers and teachers need to know current trends in agriculture, so that our programs of agricultural education may be properly focused in the total school program;

*Third*, to review a number of important implications of the term "rural"—as it applies to rural-urban relationships, social and cultural opportunities; rural recreational opportunities; rural health and welfare services; what the rural community needs from its local government agencies and the regional representatives of state and federal government; and the part our rural communities can play in the very important program of conserving our natural resources;

*Fourth*, we hope to determine the nature of such needs as may exist, and to define programs of co-operative action that all of us, representing our various agencies and organizations, may help to work out effectively;

*Fifth*, The State Department of Education, specifically, plans to refer to the findings of these conferences in determining policies regarding educational services for rural children, youth, and adults. The State Board of Education is responsible for such policies. The action of the State Department of Education in carrying out the Board's policies is followed with interest by the Legislature. It is essential that our understanding of the nature of the rural community be soundly based if we are to arrive at realistic and profitable policies, in harmony with the intent of our controlling legislation.

Now I should like to point out that such purposes and such responsibility are not isolated in California. Citizens interested in continuing the process of making America a better place in which to live have been exploring these areas of public school responsibility and community responsibility on a national scale.

There have been two outstanding occasions in recent years when the nation's need of improved educational standards for rural communities and the nation's responsibility for providing the essential support for such a program have been emphasized. The first of these was the White House Conference on Rural Education, held under the sponsorship of President Franklin D. Roosevelt in Washington in October, 1944. In addition to recognized leaders in education throughout the nation, the honorary chairmen of the conference included leaders in the American Red Cross, the Rosenwald Fund, the Kellogg Foundation, the Congress of Parents and Teachers, the Woman's Christian Temperance Union, the General Federation of Women's Clubs, the Associated Women of the Farm Bureau Federation, the National Farmers Union, and the major labor organizations; the Surgeon General of the United States; and representatives of big industry.

The group, which numbered about 250, issued a report that is very important in the history of American education, and in the history of American responsibility and citizenship, as well. It is certain that the concept of public service held by many of the community leaders and school officers who attended was enlarged and clarified. Lois M. Clark, of the National Education Association, who is in California for our 1949 conferences, was a participant in the White House Conference. Helen Hefferman of the California State Department of Education was also a participant.

I should like to cite for you the ten points<sup>1</sup> affirmed in the "Charter of Education for Rural Children" which was issued by the White House Conference.

1. Every rural child has the right to a satisfactory modern elementary education.
2. Every rural child has the right to a satisfactory, modern secondary education.
3. Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life.
4. Every rural child has the right thru his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation at public expense.
5. Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools.
6. Every rural child has the right to educational service and guidance during the entire year, and full-time attendance in a school that is open for not less than nine months in each year, for at least twelve years.  
[It is assumed here, as it is assumed in many California communities, that the public school can exert a healthful influence in summer vacation recreation programs.]
7. Every rural child has the right to attend school in a satisfactory modern building.
8. Every rural child has the right through the school to participate in community life and culture.
9. Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education.
10. Every rural child has the right to have the tax resources of his community, state, and nation used to guarantee him an American standard of educational opportunity.

Those are the ten points affirmed in the Charter, without the extended comment that gave in greater detail the thinking of those in attendance. The group pledged itself to work for these objectives.

It is significant and impressive that this charter emerged from a meeting in the White House. For it is certainly a modern extension of the thinking of some of our early statesmen who observed that responsibilities imposed on the people by our new-born constitution and government were such that the people *must be educated to meet them properly*. With

<sup>1</sup> EDITOR'S NOTE: The full text of these ten points was reprinted in *California Journal of Elementary Education*, XIII (May, 1945), 193-95.

the increasing complexity of our society, we should be neglecting a very deep obligation if we did not work constantly to keep public education in step with public responsibility.

A second White House Conference is now being planned for 1950. Its theme has been tentatively announced as "The Child in His Family and Community." California will participate in the 1950 Conference. Our actions affecting the state's public school system will be observed by the entire nation. As a state holding a position of acknowledged leadership in public education, we must show a record of constructive action.

A second major source of the motive for these conferences is the 1947 Conference of the National Council of Chief State School Officers, which is composed of the forty-eight state superintendents or commissioners of public instruction. This meeting was sponsored by the W. K. Kellogg Foundation of Battle Creek, Michigan, and was held at Ann Arbor in October and November, 1947—the first postwar year in which it was possible for the group to undertake a major peacetime program. For as you know, all of our school systems were confronted with emergency situations at the end of the war.

I should like to point out, in passing, that the Kellogg Foundation represents wealth gained in private enterprise which is being devoted to public welfare, very largely in the field of public education. The Sears Foundation, derived from the Sears-Roebuck enterprise, also provides funds for studies that are being devoted very largely to agricultural education.

I had the privilege of attending that conference at Ann Arbor, and may say that all of us present gained in appreciation of our responsibility to children, youth, and adults in the rural areas of all of our home states. The conference was, in effect, a call to action.

The report of that conference is challenging and realistic. Because the participants were "chief state school officers," the findings are directed specifically to us, as a professional administrative group. Its recommendations were designed to be of a nature that we, in our respective offices, could carry forward.

One of these recommendations, however, is expressed in terms that might be interpreted as a direct invitation to call forth such a conference as the present one. I quote:

Society is constantly changing, with the result that any education which is vital is likewise effecting change. A State Department of Education should discover trends, movements, forces which could affect the educative process of its people, and it should determine co-operatively with professional and lay leadership the extent to which such influences should be incorporated within the educational program.

That is exactly what we are gathering to discover in these California Conferences on Rural Life and Education. We are asking your assistance,



in the certainty that we can make better use of the community public school.

The California Legislature and California school districts are already at work on some of the most pressing problems raised by the current changes in the California scene.

Let us examine the position of the rural child and citizen in California, and determine where our programs of action should be expanded and broadened. I have confidence in the sincerity and effectiveness of the persons present, and I expect results from these conferences that will help all of us to carry on constructive work on some of California's urgent problems.



## PRESIDENT TRUMAN ON EDUCATION \*

### Crisis in Education

First, the Congress should provide Federal assistance to the States in meeting the present crisis in education. The children in our schools, and the men and women who teach there, have been made the victims of inflation. More children are entering school than ever before. But inflation has cut down the purchasing power of the money devoted to educational purposes. Teachers' salaries, for the most part, have lagged far behind increases in the cost of living. The overcrowding of our schools is seriously detrimental to the health and the education of our boys and girls. Every month that we delay in meeting this problem will cause damage that can never be repaired. Several million children of school age are unable to attend school, largely because of lack of facilities or teachers.

*—Address before joint session of the Senate and the House of Representatives, July 27, 1948.*

### Elementary and Secondary Education

For education, the first step, which should not be deferred, is to provide Federal aid for elementary and secondary education to help remedy the deplorable shortages and the maldistribution of school facilities and teachers. At present, our ten poorest States are spending about \$64 annually for each school child, while our ten wealthiest States are spending about \$177.

*—Economic Report of the President, January 14, 1948.*

Although the major responsibility for financing education rests with the States, some assistance has long been given by the Federal Government. Further assistance is desirable and essential. There are many areas and some whole States where good schools cannot be provided without imposing an undue local tax burden on the citizens. It is essential to provide adequate elementary and secondary schools everywhere and additional educational opportunities for large numbers of people beyond the secondary level. Accordingly, I repeat the proposal of last year's Budget Message (from President Roosevelt) that the Federal Government provide financial aid to assist the States in assuring more nearly equal opportunities for a good education. The proposed Federal grants for current educational expenditures should be made for the purpose of improving the educational system where improvement is most needed. They should

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\* Quotations here included for the years 1946 to 1948, inclusive, are reproduced from *School Life*, XXXI (January, 1949), 8-9. Quotations for 1949 are from recent press reports.

not be used to replace existing non-Federal expenditures, or even to restore merely the situation which existed before the war.

—*Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.*

The American people have long recognized that provision of an adequate education for everyone is essential in a democratic system of government. It has become evident in recent years that the financial resources of many States and their subdivisions are not sufficient to meet minimum educational standards. Therefore, I urge the Congress to take prompt action to provide grants from the Federal Government to the States for elementary and secondary education. The Budget estimates provide for beginning this program in the fiscal year 1949.

—*Budget Message, January 6, 1948.*

Our generous provision for education under the veterans' program should not obscure the fact that the Federal Government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the Federal Government will supplement the resources of the States to assist them to equalize educational opportunities and achieve satisfactory educational standards.

—*Budget Message, January 10, 1947.*

I am . . . convinced that the increases which have become necessary in other Federal expenditures present no valid reason for delaying Federal aid to education. On the contrary, I consider that such assistance will be a major contribution to the vitality of American democracy, which is the foundation of all our efforts toward peace and freedom.

—*Communication to the Speaker of the House of Representatives, May 26, 1948.*

The crisis facing education must be met, and the basis for the continued improvement of our system of education made firm. Only with Federal resources can we meet adequately the increased cost imposed by expanding enrolments and the general rise in expenditures for maintenance and operation. I recommend that a Federal program for aid to elementary and secondary education be initiated. . . .

—*Economic Report of the President, January 7, 1949.*

### Higher Education

. . . The relationship of the Federal Government to higher education also demands serious consideration.

—*Budget Message, January 10, 1947.*

. . . We should make plans whereby the opportunities for higher education would be expanded through co-operation between the Federal Government and public agencies and private institutions, including a system of general scholarships and fellowships.

—*Economic Report of the President, January 7, 1949.*

### Vocational Education

In August 1946, the Congress increased the authorization for vocational education by 15 million dollars. It is not possible at this time, however, for the State and local governments to make firm commitments on the availability of matching funds for the development of new programs of vocational education or the expansion of existing programs. Therefore, although the estimates of appropriations and expenditures for the fiscal year 1948 include an anticipated supplemental appropriation under this authorization, it may be necessary to increase the amount on the basis of later information from State and local governments. Money for this purpose has been included in the reserve for contingencies.

—*Budget Message, January 10, 1947.*

### School Building Needs

As a part of our total public works program, consideration should be given to the need for providing adequate buildings for schools and other educational institutions. In view of current arrears in the construction of educational facilities, I believe that legislation to authorize grants for educational facilities, to be matched by similar expenditures by State and local authorities, should receive the favorable consideration of the Congress.

—*Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.*

. . . a study should be initiated to determine authoritatively our national needs for educational facilities and the most feasible methods of providing them.

—*Economic Report of the President, January 7, 1949.*

### Federal Leadership

The Federal Government has not sought, and will not seek, to dominate education in the States. It should continue its historic role of leadership and advice, and, for the purpose of equalizing educational opportunity, it should extend further support to the cause of education in areas where this is desirable.

—*Message on the State of the Union and transmitting the Budget for 1947, January 21, 1946.*

Over the years the prosperity of America and its place in the world will depend on the health, the education, the ingenuity, and the integrity of its people and on their ability to work together and with other nations.

The most basic and at the same time the most difficult task of any country is the conservation and development of its human resources. Under our system of government this is a joint responsibility of the Federal, State, and local governments, but in it the Federal Government has a large and vital role to play. Through its research, advice, stimulation, and financial aid, it contributes greatly to progress. . . .

—*Message transmitting Reorganization Plan No. 2 of 1946, May 16, 1946.*

. . . Public provision for education has been primarily the concern of the several States, and must remain so. The maintenance of freedom of thought and expression depends in large measure upon keeping our systems of education free from central control. . . .

—*Communication to the Speaker of the House of Representatives, May 26, 1948.*

I regard the proper education of our youth as a matter of paramount importance to the welfare and security of the United States. . . . it is necessary and proper that the Federal Government should furnish financial assistance which will make it possible for the States to provide educational facilities more nearly adequate to meet the pressing needs of our Nation.

—*Communication to the Speaker of the House of Representatives, May 26, 1948.*

## Health and Education

The Federal Government is now spending a large amount of money for health and education programs for war veterans, but general expenditures in these fields are relatively small. I urge the Congress to give early consideration to expanded peacetime programs of public health, nutrition, and education.

—*Economic Report of the President, January 8, 1947.*

It is . . . shocking that millions of our children are not receiving a good education. Millions of them are in over-crowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers, or to hold the ones we have. All these school problems will become much more acute as a result of the tremendous increase in the enrolment in our elementary schools in the next few years. I cannot repeat too strongly my desire for prompt Federal financial aid to the States to help them operate and maintain their school systems.

The governmental agency which now administers the programs of health, education and social security should be given full departmental status.

—*Message on the State of the Union, January 5, 1949.*

### Equal Opportunity

We cannot be satisfied until all our people have equal opportunities for jobs, for homes, for education, for health, and for political expression, and until all our people have equal protection under the law.

—*Message transmitting recommendations for Civil Rights Program, February 2, 1948.*

. . . we must make possible greater equality of opportunity to all our citizens for an education. Only by so doing can we insure that our citizens will be capable of understanding and sharing the responsibilities of democracy.

—*State of the Union Message, January 7, 1948.*

## FINANCIAL ADVANTAGES UNDER THE SCHOOL LUNCH PROGRAM

JAMES M. HEMPHILL, Supervisor, School Lunch Program

Records of the State Department of Education show that 2,110 schools in California are participating in the National School Lunch Program at mid-point in the 1948-49 school year, the third year of its operation. The number of children participating in the program is 350,000.

The School Lunch Program offers two major services to California schools: (1) cash reimbursement to schools serving meals that meet certain Federal standards, and (2) donation of commodities by the U. S. Department of Agriculture.

### CASH REIMBURSEMENT PROGRAM

At the present time in California, schools receive five cents reimbursement for each Type A meal served, three cents for each Type B meal served, and two cents for each one-half pint bottle of milk served in a midmorning or midafternoon nutritional program or served to pupils who wish to buy a bottle of milk at noon. Reimbursement may not be claimed more than once for the same child each day.

The Type A lunch is a complete meal, hot or cold, which provides one-third to one-half of one day's nutritive requirements and must contain at least the following:

- (a) One-half pint whole milk (which meets the minimum butterfat and sanitation requirements of State and local laws) as a beverage;
- (b) Two ounces of fresh or processed meat, poultry meat, cooked or canned fish, or cheese, or one-half cup cooked dry peas, beans, or soybeans, or four tablespoons of peanut butter, or one egg;
- (c) Six ounces ( $\frac{3}{4}$  cup) of raw, cooked, or canned vegetables and/or fruit;
- (d) One portion of bread, muffins, or other hot bread made of whole-grain cereal or enriched flour; and
- (e) Two teaspoons of butter or fortified margarine

This type of lunch is best adapted to a plate-lunch or tray-type service. The protein requirements in (b) above may be met by serving one-half the required quantities of each of two proteins. One-half cup of fruit juice may be served in meeting one-half of the requirements of (c).

Requirements for the Type B meal follow the same general pattern but provide for smaller amounts of protein foods, vegetables, and/or fruits, and butter or margarine.

Although new applications for participation in the cash reimbursement program are not being accepted at the present time, this program will again be opened to all schools for the school year 1949-50. However, new schools may come into the program without reimbursement for the remainder of the current school year. While they cannot receive cash reimbursement at the present time, they can qualify to receive any or all of the "Section 6 commodities" listed in the following section.

#### FOOD PROGRAM

In order to participate in the Food Program, schools must have an agreement with the State Department of Education acting in its official capacity as the State Educational Agency for Surplus Property. S. W. Patterson is Chief Surplus Property Officer of the Agency, with offices at 1126½ I Street, Sacramento 14.

Certain commodities specified in Federal legislation have been distributed to participating schools during the past year. "Section 6 commodities" are those purchased with funds appropriated by Congress for school lunch purposes.<sup>1</sup> From the \$75,000,000 appropriated for school lunches during 1948-49, \$14,000,000 were set aside for the U. S. Department of Agriculture to use in purchasing Section 6 commodities. These commodities can be distributed only to schools participating in the School Lunch Program and serving Type A, Type B, or Type C meals.

#### SECTION 6 COMMODITIES

<i>Item</i>	<i>Unit fair value</i>	<i>Total charge to schools</i>
Dried Milk	\$6.75 per case	\$0.75 per case
Peanut Butter	7.50 " "	.75 " "
Cheddar Cheese	12.90 " "	.75 " "
Canned Tomatoes	4.16 " "	.75 " "
Canned Tomato Paste	7.25 " "	.75 " "

"Section 32 commodities" are those purchased with funds appropriated by Congress under the price support program.<sup>2</sup> Schools, child-care centers, summer camps, etc., are eligible to receive these commodities.

A flat charge of 75 cents per case, sack, or box is made for the donated commodities. This charge includes all freight costs and is the *total amount* which the school pays, regardless of where the school is located.

Some of the Section 32 commodities, particularly the raisins, concentrated orange juice, and grapefruit juice can be used to advantage in a nutritional program, and schools may receive these commodities even though they do not have the facilities for operating a lunch program at noon.

<sup>1</sup> See Section 6, Public Law 395, 79th Congress (National School Lunch Act, passed June 4, 1946).

<sup>2</sup> See Section 32, Public Law 320, 74th Congress (1935).



## SECTION 32 COMMODITIES

<i>Item</i>	<i>Unit fair value</i>	<i>Total charge to schools</i>
Dried prunes	\$3.75 per case	\$0.75 per case
Dried peaches	5.25 " "	.75 " "
Dried figs	2.85 " "	.75 " "
Raisins	2.70 " "	.75 " "
Dried eggs	69.75 " "	.75 " "
Honey	15.00 " "	.75 " "
Potatoes	3.50 " sack	.75 " sack
Canned sliced apples	4.45 " case	.75 " case
Canned prunes	4.20 " "	.75 " "
Concentrated orange juice	15.60 " "	.75 " "
*Canned grapefruit juice	2.70 " "	.75 " "
*Dried apples	9.00 " box	.75 " box
*Dried apricots	7.32 " case	.75 " case

\* Not distributed in some areas because of local trade clearance rulings or limited supply.

The savings which can be realized through utilization of the donated commodities may be seen by a comparison of the following two menus, both of which meet the specifications for a Type A lunch. Menu A is a typical menu, consisting entirely of foods purchased on the open market. Menu B features donated commodities to a large extent.

## MENU A

## BEEF STEW

## WHOLE WHEAT BREAD—OLEOMARGARINE

## ONE-HALF PINT MILK

		<i>Cost per serving *</i>
Beef, $\frac{1}{2}$ lb.	@ \$.73 per lb .....	\$.091
Peas, $\frac{3}{16}$ cup	@ .13 per No. 2 can .....	.010
Onions, $\frac{3}{16}$ cup	@ .05 per lb. ....	.003
Celery, $\frac{3}{16}$ cup	@ .09 per lb. ....	.004
Carrot $\frac{3}{16}$ cup	@ .06 per lb. ....	.004
Whole wheat bread, 1 slice	@ .19 per loaf (22 $\frac{1}{2}$ oz.) .....	.009
Oleomargarine, 2 teaspoons	@ .39 per lb. ....	.008
Milk, $\frac{1}{2}$ pt.	@ .053 per $\frac{1}{2}$ pt. ....	.053
Total .....		\$0.182

\* Based on retail prices prevailing in Sacramento, December 30, 1948.

## MENU B

POTATOES AU GRATIN \*  
 CHILLED CANNED TOMATOES  
 WHOLE WHEAT TOAST-OLEOMARGARINE  
 CARAMEL PUDDING \*  
 ONE-HALF PINT MILK

		Cost per serving **
†Potatoes, $\frac{3}{4}$ cup	@ \$0.75 per 100 lbs. ....	\$.0017
†Cheese, 1 ounce	@ .75 per 30 lbs. ....	.0015
†Tomatoes, $\frac{3}{4}$ cup	@ .75 per case (24 No. 2½ cans) .....	.0093
Whole wheat toast	@ .19 per loaf (22½ oz.) .....	.0090
Oleomargarine, 2 teaspoons	@ .39 per lb. ....	.0080
†Milk, dried, $\frac{3}{4}$ cup	@ .75 per case (6 No. 10 cans) .....	.0018
†Egg, dried, $\frac{1}{2}$	@ .75 per 144 dozen .....	.0002
Brown sugar, 1½ teaspoons	@ .11 per lb. ....	.0034
Vanilla, $\frac{1}{4}$ teaspoon	@ .19 per 4-oz. bot. ....	.0019
Milk, $\frac{1}{2}$ pint	@ .053 per ½ pint .....	.0530
Total .....		\$.0898

\* Protein values are 1 oz. cheese in potatoes au gratin and ½ egg in caramel pudding.

\*\* Computed at retail price prevailing in Sacramento December 30, 1948, except for items marked with a dagger (†), which are food-stuffs donated for school use by U. S. Department of Agriculture at a flat rate for handling only.

It can be seen that a saving of 9.2 cents per meal is made in Menu B by the extensive use of the donated commodities.

While it is true that every menu cannot feature donated commodities to such a degree as they are used in Menu B, it is nevertheless obvious that substantial savings can be made when the donated commodities are used to a considerable extent throughout the year.

During the month of November, 1948, 34,248 cases or sacks of commodities were distributed to 1,248 schools, making possible an average daily participation of 262,656 pupils. The total fair value of these commodities was \$237,425.35, but the total charge to the schools for them, including freight, was only \$25,853.09. The savings are actually much greater, because the fair value used in this calculation is based on wholesale rather than on retail prices.

By means of the cash reimbursements and the donated commodities, participating schools are able to provide nutritious meals at a price children can afford to pay. As a result, more children receive wholesome, balanced noon meals than would otherwise be the case. This is one objective of the School Lunch Program.

## **DEPARTMENTAL COMMUNICATIONS**

### **DIVISION OF INSTRUCTION, SECONDARY EDUCATION**

**FRANK B. LINDSAY, Assistant Division Chief**

#### **CONFERENCE OF SECONDARY SCHOOL ADMINISTRATORS**

The annual Conference of Secondary School Administrators called by the Superintendent of Public Instruction will be held in San Diego, April 11-13, 1949. The program is being prepared by the Division of Instruction, Secondary Education, assisted by the California Association of Secondary School Administrators and the California State Junior College Association. Headquarters for delegates will be the San Diego Hotel and U. S. Grant Hotel. The conference sessions will be held in various buildings in Balboa Park. At the first general session, Jay D. Conner, Associate Superintendent of Public Instruction and Chief, Division of Instruction, will speak on "The Framework of Public Education in California." The relation of the framework to various phases of education will be discussed in 29 section meetings. Principal speakers at other general sessions will be James J. Robbins of the American University at Washington, formerly first secretary of the American embassy at Stockholm, whose topic will be "The Resurgence of Despotism and the Duty of Educators"; and Arnold E. Joyall, President of Fresno State College, who will give "A Newcomer's Analysis of Some Problems Facing Secondary Education."

#### **AMENDED LAW ON DRIVER EDUCATION AND TRAINING**

Attention of secondary school administrators is directed to the passage of Assembly Bill No. 23, which was approved by the Governor on January 25, 1949. The act, which thus becomes Chapter 2 of the Statutes of 1949, amends Sections 10200, 10201, 10202, 10203, and 10204, and repeals Section 10205 of the Education Code, relating to automobile driver education and automobile driver training. The act was passed as an urgency measure, and therefore became effective immediately, making it incumbent upon administrators of secondary schools to comply with the provisions of the revised sections during the current school semester. Notice of the passage of the act was sent to city, county, and district superintendents of secondary schools by letter on January 28, 1949.

Text of the amended sections is as follows:

10200. The Director of Education shall prepare and recommend to the State Board of Education, and the Board shall adopt, not later than May 1, 1948, rules and regulations governing the establishment, conduct and scope of automobile driver

education and automobile driver training in secondary schools of this State subject to the requirements and exceptions set forth in this article.

10201. The aims and purposes of automobile driver education shall be to develop a knowledge of those provisions of the Vehicle Code and other laws of this State relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic and a true appreciation of the causes, seriousness and consequences of traffic accidents.

10202. The aims and purposes of automobile driver training shall be to develop the knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles. The governing board of any district maintaining a secondary school which includes any of the grades nine to twelve, inclusive, may in its discretion establish and maintain automobile driver training for pupils enrolled in the regular full time day secondary schools in the district.

10203. On and after the effective date of the rules and regulations adopted by the State Board of Education under Section 10200, automobile driver education and automobile driver training shall be established and maintained only in accordance with such regulations.

10204. (a) From and after the effective date of this amendment the governing board of each district maintaining a secondary school shall provide automobile driver education for pupils enrolled in the regular full time day secondary schools in the district. Such driver education shall be given in one of the grades nine, ten, eleven, or twelve in every such secondary school but need not be given in any such secondary school which terminates with the ninth or tenth grade. Such driver education shall be given all such pupils prior to graduation from the twelfth grade except as otherwise permitted under this section.

(b) A pupil who has completed such driver education in any secondary school shall not be required to repeat such driver education in another secondary school in the same or another district.

(c) If, prior to July 1, 1951, driver education is given in a school only in certain of grades nine to twelve, inclusive, such driver education is not required to be given pupils in the school classified as being in a grade higher than that in which such driver education is given, prior to their graduation from the school.

(d) The governing board of a district may grant such exemptions as it determines to be desirable in respect to pupils who transfer to a grade in a school in such district in which driver education is given in a lower grade.

(e) Notwithstanding the foregoing provisions of this section the governing board of a school district may make application to the State Department of Education for a partial or total exemption during each succeeding school year in respect to one or more of the schools in the district from the requirement that the district maintain automobile driver education in the school or schools named in the application. The application may be granted by the State Department of Education only when it determines upon the basis of the application that it is not practical for good and sufficient reasons to maintain driver education in any designated school or schools.

## **DIVISION OF INSTRUCTION, ELEMENTARY EDUCATION**

**HELEN HEFFERNAN, Assistant Division Chief**

### **CONFERENCE OF ELEMENTARY SCHOOL PRINCIPALS**

A conference of elementary school principals and district and city superintendents of elementary school districts has been called by the Superintendent of Public Instruction for April 10-13, 1949, at Santa Cruz.

Headquarters for the conference will be Casa del Rey, and most of the main sessions will be scheduled in the Civic Auditorium.

The theme of the conference is "Current Problems Confronting Elementary Education in California." There will be three general sessions, and three sessions each of 36 section meetings at which outstanding work in the various school systems of California will be presented. Frederick Reller, Professor of School Administration at the University of California, Berkeley, will address the first general session on the theme of the conference. At the general session on Monday evening, April 11, "The Principal's Role in the Continuous Professional Education of Teachers" will be presented by the faculty of San Francisco State College. At the closing general session, Superintendent Roy E. Simpson will speak on "The Principal as a Professional Leader"; Associate Superintendent Jay D. Conner will discuss "Public Relations Responsibilities of the Elementary School Principal"; and Miss Heffernan will describe "The Elementary School of 1975."

Tuesday afternoon and evening will be devoted to business and banquet sessions of the California Elementary School Principals' Association, of which Carl G. Lundberg, District Superintendent of Schools at Madera, is President.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

*Home Projects in the Homemaking Program.* Prepared by Staff of Bureau of Homemaking Education. Sacramento: California State Department of Education, 1949. Pp. viii + 40.

This bulletin describes methods whereby school experiences may be carried over into the home and community through home projects as a part of homemaking education. The publication has been prepared by the Bureau of Homemaking Education as an aid to homemaking instructors in the home project program, which can provide a natural setting for bringing the home, the school, and the community together.

Topics covered include the following: application of educational principles to home projects; providing time for the home project program; developing school-home-community co-operation; guiding the pupil in the project; and records and reports for the home project program. The appendix presents sample check lists and forms for planning and reporting home projects. The publication is illustrated with 21 photographs of projects in progress in California high schools.

Copies have been sent to county and city superintendents of schools, district superintendents of high school districts, and principals of high schools. Requests for single copies may be addressed to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

## **BUREAU OF TRADE AND INDUSTRIAL EDUCATION**

**SAMUEL L. FICK, Chief**

### **ANNUAL CONFERENCE ON TRADE AND INDUSTRIAL AND INDUSTRIAL ARTS EDUCATION AND TEACHER TRAINING**

The Annual Conference on Trade and Industrial and Industrial Arts Education and Teacher Training will be held this year in the conference room of Imig Manor, 2223 El Cajon Boulevard, San Diego, from March 21 to 24, 1949.

General sessions are scheduled for Monday, March 21, and Thursday, March 24. The intervening days, March 22 and 23, will be devoted to committee meetings and other special meetings.

Local directors and supervisors of trade and industrial education and industrial arts education, and directors and supervisors of trade and industrial and industrial arts teacher training will be in attendance, as well as the principals of several public trade schools.

# **INTERPRETATIONS OF SCHOOL LAW**

**ALFRED E. LENTZ, Administrative Adviser**

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

## **ATTORNEY GENERAL'S OPINIONS**

### **Absent Voting at Elections for Reorganization of School Districts**

Elections Code Sections 5881 et seq. relating to absent voting are applicable to elections for the reorganization of school districts held under Chapter 16 of Division 2 (Section 4871) of the Education Code. Absent ballots cast at any such election should be received within six days after the election by the county superintendent of schools holding the election who on the seventh day after the election should open the ballots and include the votes so cast in the tabulation made by him under Education Code Section 4919. (AGO 48-259, 12 Ops. Cal. Atty. Gen. 290.)

### **Change of Boundaries of a Unified School District and of an Elementary School District Within a High School District**

Where it is proposed that a portion of an elementary school district lying within a union high school district withdraw from the high school district and be annexed to a contiguous unified school district, the boundaries of the elementary school district may be changed under Education Code Sections 2501-2536 and the boundaries of the unified school district may be changed under Education Code Sections 4661-4675 or the boundaries of both may be changed by a reorganization under Sections 4871-4991.

If the boundaries of the two districts are changed in the manner provided by Education Code Sections 2501-2536 and 4661-4675, notice of the hearing on the petition for change of boundaries must be sent by the county superintendent of schools (Section 2531) to the governing boards of the elementary school district, of the high school district, and of the unified school district. (AGO 48-267, 13 Ops. Cal. Atty. Gen. 2.)

### **Appointment of First Governing Board of a Junior College District Formed Under School District Reorganization Law**

When a junior college district composed of two or more high school districts is formed under Chapter 16 of Division 2 of the Education Code (Sections 4871 et seq.), the selection of the first governing board of the junior college district is controlled by Education Code Section 4121 and



the board is appointed by the county superintendent of schools. (AGO 48-282, 13 Ops. Cal. Atty. Gen. 1.)

**Education Code Section 3896 as Directory and Not Mandatory**

Education Code Section 3896, which provides that when a new elementary school district is formed of territory lying in two or more high school districts or partly in a high school district and partly in no high school district, an election must be held by the county superintendent of schools within 30 days after the formation of the district to determine to which high school district the new district shall belong or whether it shall belong to no high school district, is directory and not mandatory. (AGO 48-278, 13 Ops. Cal. Atty. Gen. 14.)

**Propositions Required on Ballot Under Education Code  
Section 3896 for Valid Election**

Where a new school district is formed of territory lying in two high school districts, the only propositions which may be presented at the election are whether the new school district shall belong to one of the high school districts, or to the other. The proposition "No High School District" should not appear on the ballot and if it does, the election is a nullity and in such case another election may be called at which only the two authorized propositions are presented to the electors. (AGO 48-278, 13 Ops. Cal. Atty. Gen. 14.)

**Application of Education Code Section 3760 to Proceedings  
Under Section 3896**

Education Code Section 3760 is not applicable to an election held under Section 3896. (AGO 48-278, 13 Ops. Cal. Atty. Gen. 14.)

## FOR YOUR INFORMATION

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1948-49 is being published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meeting has been decided, but complete information will be given in a subsequent issue. Notices of the following meetings have been received since the February issue went to press.

#### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

<i>Date</i>	<i>Organization</i>	<i>Place</i>
March 21-24, 1949	Annual Conference on Trade and Industrial and Industrial Arts Education and Teacher Training	Imig Manor, 2223 El Cajon Boulevard, San Diego
March 26	Central California Junior College Association, Spring Meeting	Porterville

### MUSIC EDUCATORS CONVENTION IN SACRAMENTO

Sacramento will be host to nearly 3,000 music educators, college and university students preparing for the profession, and high school students participating in demonstration and clinic groups when the California-Western Music Educators Conference convenes for its biennial convention, April 10 to 13, 1949.

California-Western, including California, Arizona, Nevada, Utah, and Hawaii, is one of six divisions of the Music Educators National Conference, which in turn is a department of the National Education Association. Charles M. Dennis, director of music in San Francisco Public Schools, is president of the national organization and will be a featured speaker at the Sacramento convention. Divisional president Amy Grau Miller, of Pasadena Junior College, will preside at the general sessions.

Professional meetings dealing with teaching materials, techniques, and procedures will be held on the campus of Sacramento Junior College. The over-all theme of these meetings will be "Music and Human Understanding." Section meetings, clinics, and demonstrations will be devoted to art, music, the music of Latin America, folk music, elementary and secondary problems, school-community relationships, string, woodwind, brass, and vocal clinics.

As entertainment and mass demonstration features, a series of gala festival events has been arranged, including an oratorio concert by a choir of 300 voices and symphony orchestra; the annual Sacramento Music Festival; the Standard Hour concert; and a concert by band, orchestra,

and choir participants from four states. These events are scheduled in the Civic Memorial Auditorium. A program at which 50 bands and folk dancing units will perform will be held in Hughes Memorial Stadium.

Twelve hundred high school students will participate in the all-conference concert, and many school units will appear on the professional meeting programs.

Tickets to the festival programs will be available to the general public after March first. Inquiries regarding details of the program may be addressed to E. P. O'Reilly, Assistant Superintendent of Schools, P. O. Box 2271, Sacramento 14, California.

### **PRESS CLUB SCHOLARSHIP, 1949**

The Press Club of San Francisco has announced that Press Club Scholarship awards will be open in 1949 to all seniors enrolled in journalism courses in the high schools of northern California. This competition, now in its fourth year, has the approval of the Superintendent of Public Instruction, of the presidents of the University of California and Stanford University, and of leaders in other institutions of higher learning where the winners of the scholarships may elect to continue their studies.

High school principals have been invited to enroll young student writers, photographers, and embryo radio commentators in the competition. Any story, picture, or commentary written during the school year 1948-49 may be entered in one of the following four announced classes of entries, subject to approval of the journalism adviser in each school:

1. The best news story
2. The best news feature
3. The best news photograph
4. The best radio news commentary

Entries close on Monday, April 18, 1949, and the scholarship awards of \$250 in each class will be made at the Junior Gang Luncheon at the Press Club on Saturday, April 30, 1949.

### **YOUTH TALENT EXHIBIT**

A primary purpose of the Youth Talent Exhibit, scheduled to be held in the San Francisco Civic Auditorium April 1-3, 1949, is to give to the young people of northern California the stimulus of widespread public recognition for their constructive achievements. Young artists, craftsmen, natural historians, and scientists who reside or attend school anywhere in California from Fresno north and who are not less than 12 nor more than 18 years of age on March 13, 1949 are eligible to participate. Their work

will be judged by experts for awards of cash prizes and certificates of merit, and will be open to public view for three convenient week-end dates without admission charge.

There will be four major classifications of entries:

1. The Arts: painting, graphic arts, sculpture, musical composition, and photography
2. The Crafts: models, needlework, handicraft in leather, metal, wood, ceramics
3. Natural History: plant, animal, and mineral collections and displays
4. The Sciences: demonstrations of various scientific processes, homemade cameras, microscopes, etc.

The exhibit is being arranged by the San Francisco Chronicle and Radio Station KNBC, with the San Francisco Junior Chamber of Commerce as a participating sponsor.

Registrations must be received by the Chronicle office or KNBC by March 13. Exhibits must be delivered to the Civic Auditorium on March 26-28. Registration blanks are being printed in the Chronicle. Extra blanks and information about the exhibit may be secured from John T. Wallace, San Francisco Chronicle, Fifth and Mission Streets, San Francisco 19 (GARfield 1-1112, Extension 464), or from William Minette, KNBC, 420 Taylor Street, San Francisco 2 (GRaystone 4-8700, Extension 245).

### COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines is again offering a four-year scholarship, the annual value of which is approximately \$450 in tuition, to a California student who has received the recommendation of the Superintendent of Public Instruction. Application for this scholarship, which must be forwarded to the Superintendent of Public Instruction, may be made by any person who has completed his secondary or preparatory education or who has had several years of college work and who can show a scholastic standing in the upper tenth of his high school, preparatory, or college classes. There are no application blanks.

The applicant must be a new student or a student not in attendance at the Colorado School of Mines at the time of application for the scholarship. He must be a bona fide resident of California. He should be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, he should possess an aptitude for engineering.

School administrators are requested to recommend to the Superintendent of Public Instruction, not later than May 31, 1949, any student who may be interested in and eligible for this award, submitting a transcript of the applicant's high school or college record, indicating if his scholastic standing is in the upper tenth of his classes. Letters of recommendation may also be sent.

The applicant should write to William V. Burger, Director of Admissions, Colorado School of Mines, Golden, Colorado, for information concerning entrance requirements.

## HIGH SCHOOL POETRY

The National High School Poetry Association, founded in 1937, publishes fourteen different state and regional anthologies of high school poetry. The following 20 schools are represented in the fall semester section of the annual anthology for California, 1948-49:

Belmont Senior High School, Los Angeles  
John Burroughs Junior High School, Los Angeles  
California Junior High School, Sacramento  
Kit Carson Junior High School, Sacramento  
Susan Miller Dorsey High School, Los Angeles  
Eagle Rock Junior-Senior High School, Los Angeles  
James A. Foshay Junior High School, Los Angeles  
Fullerton Union High School  
Julia C. Lathrop Junior High School, Santa Ana  
Modesto High School  
Monrovia-Arcadia-Duarte High School, Monrovia  
Louis Pasteur Junior High School, Los Angeles  
Redondo Union High School  
Theodore Roosevelt Junior High School, San Jose  
Torrance Junior-Senior High School  
Venice Junior-Senior High School  
Frances E. Willard Junior High School, Santa Ana  
Woodrow Wilson Junior High School, Glendale  
Woodrow Wilson Senior High School, Long Beach

The spring semester closing date for submission of manuscripts for the anthology has been extended to March 25, 1949. Students' work may be sent to the National High School Poetry Association, 3210 Selby Avenue, Los Angeles 34, California.

## NEW PHOTOGRAPHY SCHOLARSHIP FOR HIGH SCHOOL STUDENTS

*Scholastic Magazines* have recently announced that the Progressive School of Photography, New Haven, Connecticut, is offering a full-tuition scholarship for a course in either portrait or commercial photography as a special prize in the 1949 Scholastic-Ansco Photography Awards. High school seniors who submit portfolios of photographs in the program are eligible for the scholarship.

Scholastic-Ansco Photography Awards are open to junior and senior high school students regularly enrolled in any public, private, or parochial schools. The program is approved by the Contest Committee of the National Association of Secondary School Principals. In addition to the scholarships for seniors, there are a number of cash awards for photographs submitted in the thirteen separate classifications. National deadline date for entries is March 15, 1949. Rules folders may be obtained from Scholastic-Ansco Photography Awards, 7 East 12th Street, New York 3, N. Y.

## BOYS AND GIRLS WEEK, APRIL 30-MAY 7, 1949

National Boys and Girls Week will be observed in hundreds of communities throughout the United States and Canada from April 30 to May 7, 1949. The celebration will mark the 29th annual observance of this important event for youth.

With the theme, "Building for Citizenship," the program is designed to focus the attention of the public on the interests, activities, and problems of youth. It calls attention to the organizations and programs serving their needs and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the wholesome, purposeful development of all boys and girls.

Suggested daily programs for the week include the following:

Citizenship Day—Saturday, April 30  
Day in Churches—Sunday, May 1  
Day in Schools—Monday, May 2  
Health and Safety Day—Tuesday, May 3  
United Nations Day—Wednesday, May 4  
Careers Day—Thursday, May 5  
Family Day—Friday, May 6  
Day of Recreation—Saturday, May 7

Information about Boys and Girls Week and helpful suggestions for carrying out the program of the week, including a poster and a manual of suggestions, may be obtained free of charge from National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Illinois.

## FREEDOM PAMPHLETS

As part of a program for improving human relations, combatting discrimination, and promoting intercultural education, the Anti-Defamation League of B'nai B'rith, a national Jewish organization with headquarters at 212 Fifth Avenue, New York 10, has published during 1948 four units in a series called Freedom Pamphlets. The Anti-Defamation League co-operates with the Institute for American Democracy and the Institute for Democratic Education, and its materials have been recommended by the National Education Association and the U. S. Office of Education as part of the national "Zeal for American Democracy" program.

The four pamphlets now available, at a price of 20 cents per copy, are as follows:

Bonaro W. Overstreet, *The Responsibility Is Ours: The Individual and Our Human Relationships*. Pp. 36.  
Oscar and Mary F. Handlin, *Danger in Discord: Origins of Anti-Semitism in the United States*. Pp. 40.  
Charles A. Siepmann, *The Radio Listener's Bill of Rights: Democracy, Radio and You*. Pp. 52.  
Gordon W. Allport, *A B C's of Scapegoating*. Revised edition. Pp. 56.



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Bulletin 1. *One World in Children's Books*. Pp. 20.

Bulletin 2. *Opportunity in the Arts*. Pp. 20.

Bulletin 3. *Starting the School Year Right*. Pp. 20.

Bulletin 4. *Art As a Universal Language*. Pp. 16.

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- . *Education in Venezuela*. Bulletin 1948, No. 14. Washington 25: U. S. Office of Education, 1948. Pp. vi + 104.
- GRACE, SISTER MELANIA, and PETERSON, GILBERT C. *Books for Catholic Colleges: A Supplement to Shaw's List of Books for College Libraries*. Compiled under the auspices of the Catholic Library Association. Chicago: American Library Association, 1948. Pp. x + 134.
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# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

Term Expires  
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